



SIAST

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Innovation in Education

1998/99 SIAST Annual Report



Table of Contents

Introduction	2	Activity by Program Division.....	17
Mission Statement	2	Business and Agriculture.....	17
Legislative Authority	2	Community Services.....	18
Letter of Transmittal.....	3	Industrial Training	19
Message from the Board Chair.....	4	Nursing	21
SIAST Board of Directors	5	Science and Health	22
Message from SIAST President	6	Technology	23
Overview	7	Basic Education	24
Senior Management Council	7	Associated Studies	26
SIAST Campuses	8	Skills Initiatives	27
Graduate Employment Statistics ...	9	Virtual Campus.....	27
Programs.....	10	Services	28
Overview	10	International Services	28
Major Programming		Student Affairs and Services.....	29
Activities	10	Counselling Services	29
Delivery Modes of		Student Employment	
Certificate & Diploma		Services.....	29
Programs	10	Career Services	30
Program Development	11	Recreation and Wellness	30
Program Review	12	Learning Assistance Centre .	31
Program Advisory		Registration and	
Committees and Trade		Admissions	31
Advisory Boards	12	Education Equity	31
Certificate & Diploma		Scholarship and Bursaries ...	32
Programs	13	Support Services	33
1998/1999 SIAST		Human Resources	33
Enrolment figures.....	13	Finance & Administration	34
1998/1999 SIAST		Financial.....	35
Enrolment by Campus.....	14	Management Report	36
Key Employment Indicators	16	Auditors' Report	37
Research Activity	16	Financial Statements	38
Prior Learning Assessment		List of Acronyms	50
and Recognition	16	List of Other Information	50

Introduction

Innovation in Education

SIAST continually seeks innovative and effective new ways to deliver the high quality training desired by students and employers in Saskatchewan and beyond.

Many of SIAST's past innovations are now commonly accepted practices in adult education and training. For some time now, SIAST campuses have offered Competency Based Education programs — where students progress at their own pace assisted by printed learning guides, instructors and in many instances, computerized, self-administered testing. Likewise, our Cooperative Education programs, which allow students to gain valuable employment experience while they learn, have been a popular innovation that have helped many students to choose SIAST over other training institutions.

A continued focus on innovative thinking and planning helped make 1998/99 yet another successful year for SIAST, for our students, and for the labour markets we serve. Innovative highlights for the year included:

- *Development of a SIAST-wide curriculum model that will allow us to establish common standards of excellence across all SIAST programs.*
- *Successful web-based online delivery of courses such as the Emergency Health Technician — Advanced program.*
- *Strategic partnerships with outside organizations such as the National Research Council that allow SIAST students and faculty greater access to state-of-the-art equipment.*

As you read this Annual Report, you will learn about many more of the Innovations in Education that help to ensure SIAST graduates are ready to become innovative leaders in the workplace.

Mission Statement

"SIAST is an institution for adult career education, responsive and committed to quality and freedom within a healthy organizational structure."

Legislative Authority

The Saskatchewan Institute of Applied Science and Technology (SIAST) is a corporation established by The SIAST Act (November 6, 1987) of the Legislative Assembly of the Province of Saskatchewan, Canada. Under the guidance of a Board of Directors appointed by the Lieutenant Governor in Council, SIAST provides province-wide career related education, training and retraining for adults. SIAST offers its programs through four urban campuses located in Moose Jaw, Prince Albert, Regina, and Saskatoon and in rural areas in partnership with Saskatchewan's Regional Colleges.

.....

Letter of Transmittal

400 - 119 4th Avenue South
Saskatoon, Saskatchewan S7K 5X2

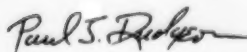
December 20, 1999

The Honourable Glenn Hagel
Minister
Department of Post-Secondary Education and Skills Training
Province of Saskatchewan
Regina, SK S4S 0B3

Dear Sir:

On behalf of the Board of Directors of the Saskatchewan Institute of Applied Science and Technology, and in accordance with the provisions of *The SIAST Act*, I am pleased to submit the Annual Report and audited financial statements of the Saskatchewan Institute of Applied Science and Technology for the fiscal year ended June 30, 1999.

Respectfully submitted,



Prof. Paul J. Dudgeon
Chair
SIAST Board of Directors

Message from the Board Chair

I am reminded of the shared commitment of many people to post-secondary education and skills training in our province as I reflect on the accomplishments of SIAST during the past year. SIAST's senior administrators, faculty and staff, students and Board members can feel proud of the meaningful partnerships that have been established with governments, business and industry, other educational institutions and local communities. We also continue to maintain a national presence in the field of post-secondary education and training through our active participation in the Association of Canadian Community Colleges.



As we approach the 21st century, SIAST's long standing commitment to provide technical education and training that leads to jobs in the market place remains unchanged. However, we are cognizant of the need for an enhanced focus on emerging, innovative technologies in teaching, learning and communication if we are to enhance the effectiveness of our programs to prepare our students for the global society.

One of the major steps undertaken in the past year to help us realize our full potential as an innovative leader in technical education was the development and implementation of a business plan. Through the articulation of key initiatives, opportunities and challenges in program areas and administrative services, the business plan serves as the foundation for strengthening strategic, educational and fiscal accountability within our organization.

On behalf of the Board of Directors, I offer my thanks and appreciation to administration, faculty, staff and students. Much has been accomplished during the past year thanks to your diligence and dedication. I also wish to acknowledge the support of Post-Secondary Education and Skills Training and our business and industry colleagues as we work together to ensure the people of Saskatchewan have access to quality education and training at SIAST.

Sincerely,

Chair
SIAST Board of Directors

.....

SIAST Board of Directors



Paul J. Dudgeon, Chair
(appointed February 26, 1992)



Linda Kezima, Vice-Chair
(appointed February 26, 1992)



Art Knight, President



Barbara Beavis
(appointed October 30, 1996)



Jim Benison
(appointed February 26, 1992)



John Burt
(appointed October 30, 1996)



Joan Flagel
(appointed October 30, 1996)



Barry Gunn
(appointed February 26, 1992)



R.D. (Bob) Guthrie
(appointed March 18, 1998)



Bill Hutchinson
(appointed October 30, 1996)



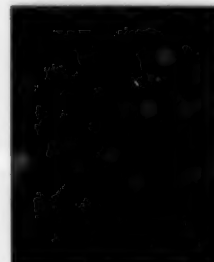
Valerie Macdonald
(appointed February 26, 1992)



Owen Sebastian
(appointed October 30, 1996)



Wayne Timoffee
(appointed April 20, 1993)



Bruce Weighill
(appointed October 30, 1996)

Message from the President

The 1998/1999 academic year was a significant milestone for SIAST as it represented the first full year of operations within the framework of a single provincial organization. Having established the organizational objectives for restructuring and repositioning SIAST during 1997/98, our organization has dedicated itself this year to achieving these objectives and to ensuring that the structural changes produced an organization responsive to the province's diverse educational and training needs.



Our dynamic new management team has engaged in consultations and joint decision making initiatives involving all our colleagues to achieve consensus on the academic framework of the provincial program divisions. The large group workshops that were the central element of this planning process also fostered collaborative work among faculty and staff to identify best practices, assess collective strengths and clarify roles and responsibilities. We also recognized the importance of marketing SIAST's programs and services within the framework of a single, province-wide post-secondary institution. A strategic communications and marketing plan was developed to chart a clear direction we can follow to strengthen our position with internal and external stakeholders.

The theme of this annual report is "innovation in education". In our continued desire to explore new ideas and approaches in the pursuit of educational excellence, we will continue to focus on enhancing SIAST's virtual instruction capability, providing requisite training to our instructors and connecting learners to on-line learning. Through program expansion and new program development, SIAST is developing opportunities for students to better prepare for the new and higher skilled jobs that will emerge as we enter into the 21st century.

SIAST's strength always has been its quality programs which produce employable graduates. In 1998, almost 90 percent of graduates actively seeking employment were working six months after graduation. Of these, 94 percent were employed in occupations directly related to their training. Perhaps more impressive is that 97 percent of our graduates are working in Saskatchewan.

As the pre-eminent institution for technical education and training in Saskatchewan, SIAST will continue to ensure the success of our future graduates by responding to the education and training goals established by Post-Secondary Education and Skills Training, following the mandate enunciated by our Board of Directors, by working closely and cooperatively with our business and industry partners and by providing our faculty and staff with opportunities and resources to develop and deliver quality programs.

In closing, I would like to thank our faculty and staff for their professionalism and patience in the midst of substantial organizational change. I also extend my appreciation to the SIAST Board for its guidance and continued support in this time of renewal. I am confident of our success as together we work to shape the future of SIAST.

Sincerely,

Dr. Art Knight, President



Overview

SIAST is comprised of the Administrative Offices and four campuses:

Kelsey Campus located in Saskatoon;
Palliser Campus located in Moose Jaw;
Wascana Campus located in Regina;
Woodland Campus located in Prince Albert and Meadow Lake

The Administrative Offices are located in Saskatoon and are responsible for planning, policy-making, co-ordination, standardization and support within SIAST.

Senior Management Council

Dr. Art Knight	President
Claude Naud	Vice-President, Programs
Rand Smale	Chief Financial Officer
Marie Alexander	Chief Human Resource Officer

SIAST Deans and Directors

Lance Moen	Dean of Associated Studies
Brian Kraus	Dean of Basic Education
Wolfgang Langenbacher	Dean of Business & Agriculture
Brian Mertz	Dean of Community Services
Peter Achleitner	Dean of Industrial Training
Diana Davidson Dick	Dean of Nursing
Judy Layne	Dean of Science & Health
Blaine Jensen	Dean of Students
Arnold Boldt	Dean of Technology
Bill Churchman	Director, Information Resources
David Harvey	Director, International Education
Gerlinde Sarkar	Director, Planning, Research and Development
Barb Heise	Director, Skills Initiatives

SIASST Campuses

Kelsey Campus	Palliser Campus	Wascana Campus	Woodland Campus
<p>Campus Director: Gerry Bonsal</p> <p>At Kelsey Campus, programs are primarily offered through the Community Services, Industrial Training, Nursing, Science and Health, Technology and Basic Education divisions. Programs at Kelsey Campus followed the traditional teaching method. Students learned through classroom lectures and laboratory experience, shop work or a practicum.</p>	<p>Campus Director: Pamela Acton</p> <p>At Palliser Campus, programs are primarily offered through the Business and Agriculture, Industrial Training, Technology and Basic Education divisions. Programs at Palliser Campus follow the traditional teaching method. Business and Technology programs were available in a co-operative education format. Palliser offered entrance level university programming in co-operation with the University of Saskatchewan and University of Regina.</p>	<p>Campus Director: Noel Selinger</p> <p>Wascana Campus offered programs primarily through the Business and Agriculture, Community Services, Industrial Training, Nursing, Science and Health, Technology and Basic Education divisions. Wascana Campus offered programs through traditional teaching and competency-based education.</p>	<p>Campus Director: Larry Fladager</p> <p>Woodland Campus offered programs primarily through the Business and Agriculture, Community Services, Industrial Training, Technology and Basic Education divisions. Technical and Vocational programs at Woodland Campus were competency-based. Woodland offered an off-campus university program in co-operation with the University of Saskatchewan, the University of Regina and the Saskatchewan Indian Federated College.</p>
<p>Enrolment: 1998/99 Student FTE Legend: ■ Apprenticeship ■ Adult Basic Education □ Extension ■ Certificate/Diploma</p>			
<p>% of Equity Students: 1998/99 Legend: ■ Persons of Aboriginal Ancestry ■ Persons with Disabilities □ Persons of Visible Minorities ■ Women Students</p>			
<p>Employees 1998/99 FTE Legend: ■ Out of Scope □ Academic ■ Administrative Support</p>			

With 1,800 employees and 43,000 students, of whom 32,000 are part-time, SIAST has a significant economic and educational impact on the Saskatchewan economy.

Kelsey Campus and the SIAST Administrative Offices contributed an estimated \$76.1 million dollars to the City of Saskatoon's economy.

Palliser Campus contributed an estimated \$52.9 million dollars to the City of Moose Jaw's economy.

Wascana Campus contributed an estimated \$51.8 million dollars to the City of Regina's economy.

Woodland Campus contributed an estimated \$41.6 million dollars to the City of Prince Albert's economy.

Graduate Employment Statistics

The 1998 SIAST Graduate Employment Statistics Report provides information on graduates of SIAST's certificate and diploma programs, including the graduates' employment status, their evaluation of the training received and general demographic characteristics. A total of 3,845 graduates from 203 programs offered were surveyed (2,339 responded to the survey for a response rate of 61%).

Major findings of the 1998 Graduate Employment Survey:

- 89% of the labour force graduates responding were working.
- 82% of the working graduates were employed in a training-related occupation.
- 97% of employed respondents were working in Saskatchewan. 61% were working in Regina and Saskatoon.
- 81% of all responding Aboriginal graduates had found employment, compared to 89% of SIAST graduates overall, and their salary levels were comparable to other graduates.

Programs

Overview

Major Programming Activities

- On-campus core-funded Certificate and Diploma programs
- Off-campus Certificate and Diploma programs delivered at the Regional Colleges and funded under the Saskatchewan Skills Extension Program (SSEP)
- Apprenticeship programs delivered in co-operation with the Provincial Apprenticeship Branch
- Adult academic upgrading
- Extension activities
- University programs
- International activities

During 1998/99, SIAST provided a total of 181 programs that included 89 full-time Certificate programs (one year), 48 Diploma programs (two year), 31 Applied Certificate programs, 6 Advanced Certificate programs and 7 Post-Diploma Certificate programs. The number of programs offered varied slightly from the previous year. This change is primarily a reflection of a decision to count multi-site programs as one program, rather than separate programs.

Delivery Modes of Certificate and Diploma Programs

SIAST programs were delivered through a variety of methods to meet diverse student needs.

- **Competency-Based Education (CBE)**

In Competency-Based Education programs at Woodland and Wascana campuses, students progress at their own pace assisted by printed learning guides, instructors and in many instances, computerized, self-administered testing. Competency-based programs operate continuously throughout the year.

- **Co-operative Education**

Co-operative Education programs provide paid work experience in combination with classroom study. Several Business and Technology programs at Palliser Campus are available on a co-operative basis.

- **Traditional Teaching Method**

Students learn through classroom lectures and laboratory experience, shop work or practicums. All programs at the Kelsey and Palliser campuses, and many at the Wascana Campus, employ this method of program delivery.

- **Apprenticeship Training**

Under a contract with the Provincial Apprenticeship Board, SIAST now delivers training in 28 trades designated for apprenticeship. This represents an increase of one trade over the previous year.

Apprenticeship combines work-based training with annual periods of in-school training. The work-based training, performed under the supervision of a qualified journeyperson, represents approximately 80 per cent of the annual training. The in-school portion of the training is delivered by instructors who have journeyperson status. At SIAST, most apprenticeship instructors have additional academic qualifications ranging from teaching credentials to full university degrees (bachelor and master's level).

After completing both workplace and in-school training, an apprentice is eligible to write a provincial journeyperson examination. Many trades are interprovincial "Red Seal" trades, which means a journeyperson is eligible to work in all Canadian provinces and territories.

- **Adult Academic Upgrading**

SIAST continues to make a significant contribution in the area of adult upgrading. Excluding Extension activities, Basic Education (BE) represented approximately one-third of the student enrolment in all on-campus programs during 1998/99.

- **University Programming**

Recognizing the demand for university entrance level credit courses in Moose Jaw and Prince Albert, SIAST, through the use of staff and facilities, continued to support the extension of university programming to these cities.

- **Extension Services**

Extension services include a wide range of full-time and part-time, credit and non-credit educational opportunities. Major program groups include:

- *continuing education*: part-time, career related programming available to the public on a fee-paying basis;
- *community education*: part-time programming available to the public to address local community issues, basic skills development or general interest;
- *sponsored training*: programs delivered on a contractual basis for clients of a sponsoring agency;
- *training for business and industry*: programming or services delivered on a contractual basis with business or industry clients;
- *outreach programming*: off-campus credit courses and programs originating from SIAST Certificate or Diploma programs and delivered collaboratively with other organizations; and
- *distance education*: learning opportunities for students remote from the source of information.

Program Development

Most programs undertake some development each year, ranging from revising courses to adding whole new credential programs. The specific details of these activities are outlined by division.

A major innovation this year was the development of a SIAST-wide curriculum model. The Planning, Research and Development Division initiated the model and deans and program heads reviewed it. The model provides a common structure, language and understanding that is applicable to all current SIAST programs. The model is a way to communicate shared values and knowledge about how curriculum is developed; to establish common standards for excellence; and, to simplify the organizational processes used for curriculum development.

Program Review

The SIAST program review model has three main goals: to improve program quality; to ensure program relevance to labour market needs; and to provide information for effective planning and decision-making processes.

These goals are met by reviewing every Certificate, Advanced Certificate, Diploma and Post-diploma program once every five years. Each program is reviewed by a committee of internal and external stakeholders. Guided by a set of key standards, the committee identifies the program's strengths and limitations and then makes recommendations to the campus and program administration for program improvement.

In 1998/99, 14 program reviews were conducted across SIAST including two multi-campus programs. There have been 157 reviews conducted since this program review model originated. Any actions taken as a result of these reviews have been analyzed in follow-up reports. Final reports show that the actions taken have promoted high quality programs, thereby confirming the value of ongoing program review.

Building on its decade of success in program review, SIAST has initiated an improved evaluation process which will provide SIAST with more timely, relevant information while still fulfilling the original purposes of program review. The key factors and indicators of a quality program, established in the original program review process, continue to form the basis of program assessment. The new model is comprised of the following components:

- Annual statistical report
- Annual self-assessment
- Optional program evaluation activities based on need
- External Accreditation (many SIAST programs meet the standards of external national accrediting bodies)

The new system will move responsibility for program evaluation back to program divisions, improving each program's ability to respond quickly to changing needs, and allowing SIAST to target evaluation efforts on areas of greatest priority and need.

Program Advisory Committees/Trade Advisory Boards

SIAST Program Advisory Committees (PAC) and provincial Trade Advisory Boards (TAB) play an important role in the on-going development and delivery of credit programs at SIAST. With participation from employers, employees, program graduates, and public sector representatives, these advisory bodies provide an important link between SIAST and its external stakeholders in business and industry. These advisory bodies contribute by: reviewing program standards, curriculum and resources; promoting the program and graduates; and providing information dealing with the labour market, program review, and equity concerns.

Seventy PACs meet once or twice yearly to advise faculty in Certificate, Diploma, and Advanced certificate programs. The 28 TABs that deal with SIAST programs meet every 12 - 18 months to provide input for Apprenticeship and related pre-employment programs.

The summary report of activities for the 1997/98 academic year confirmed that PACs play a vital role in the operation of programs. Advisory body activity increased during the 1997-98 academic year following a one-year disruption caused by the fire at Kelsey Campus and SIAST restructuring.

In the 1997/98 academic year 76 per cent of the PACs and 93 per cent of the TABs met at least once to provide advice to programs. The 1997/98 review also indicated that recommendations have been given serious consideration and implemented whenever possible. Of the total 100 recommendations, 31 per cent were completed, 53 per cent are in progress and only 16 per cent have had no action towards completion.

Certificate and Diploma Programs

Programs	Kelsey	Palliser	Wascana	Woodland
Agriculture			•	
Applied Arts			•	•
Business		•	•	•
Community Services	•	•		•
Industrial	•	•	•	•
Nursing	•		•	
Sciences & Health	•		•	
Technology	•	•		•

1998/99 SIAST Enrolment Figures

	Program - Enrolment -					FTE
	Full Time	Part Time	Total	Extension Course Registrations	Training Days	
Regular Programming	11,170	1,805	12,975	30,164	1,465,201.5	9,765.8
University Courses				1,420	22,913.0	176.3
Future Skills						
- Credit	332	109	441	2,537	48,481.0	323.5
- Non-credit				1,111	30,553.2	203.5

The Full-time Equivalent Student (FTE) represents a standard measure.

One FTE represents: 1 student taking 6 hours of training each day for 5 days per week for 30 weeks.

**IMPORTANT NOTE CONCERNING THE FOLLOWING
PAGES**

**THE PAGES WHICH FOLLOW HAVE BEEN FILMED
TWICE IN ORDER TO OBTAIN THE BEST
REPRODUCTIVE QUALITY**

**USERS SHOULD CONSULT ALL THE PAGES
REPRODUCED ON THE FICHE IN ORDER TO OBTAIN
A COMPLETE READING OF THE TEXT.**

**REMARQUE IMPORTANTE CONCERNANT LES
PAGES QUI SUIVENT**

**LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN
DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE
REPRODUCTION**

**LES UTILISATEURS DOIVENT CONSULTER TOUTES
LES PAGES REPRODUITES SUR LA FICHE AFIN
D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL**

1998/99 SIAST Enrolment Figures by Campus

SIAST Kelsey Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Kelsey:						
Certificate/Diploma	1,323	60	1,383	9	210,561.6	1,403.4
Apprenticeship	1,272		1,272		51,496.8	343.0
Adult Basic Educ.	788	101	889		109,574.2	730.6
Extension	490	567	1,057	10,043	153,303.4	1,021.1
TOTAL	3,873	728	4,601	10,062	524,936.0	3,498.1
Kelsey Future Skills						
Credit	84	46	132	433	8,889.1	59.3
Non-credit				291	8,127.0	60.6

SIAST Palliser Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Palliser:						
Certificate/Diploma	1,638	92	1,730	3	262,462.5	1,749.7
Apprenticeship	595		595	24	22,599.2	150.7
Adult Basic Educ.	232	97	329		32,544.6	217.0
Extension	813	69	882	5,847	103,147.8	687.6
TOTAL	3,278	258	3,536	5,874	420,754.1	2,805.0
Palliser						
University Courses				334	4,342.0	33.4
Palliser Future Skills						
Credit	19	9	28	369	4,826.0	32.1
Non-credit				90	6,785.8	45.2

1998/99 SIAST Enrolment Figures by Campus

SIAST Wascana Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Wascana:						
Certificate/Diploma	1,147	218	1,365	85	154,932.3	1,033.1
Apprenticeship	27		27		951.4	6.4
Adult Basic Educ.	777	102	879		61,170.9	407.8
Extension	265	294	559	7,574	70,670.0	470.8
TOTAL	2,216	614	2,830	7,659	287,724.6	1,918.1
Wascana Future Skills						
Credit	78	25	103	325	12,933.1	86.2
Non-credit				86	6,344.5	42.3

SIAST Woodland Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Woodland:						
Certificate/Diploma	682	52	744	13	89,787.0	586.5
Apprenticeship	238		238		9,000.0	60.0
Adult Basic Educ.	452	107	559		44,085.0	293.8
Extension	355	31	386	6,566	80,619.9	537.1
TOTAL	1,727	89	1,817	6,579	223,491.9	1,477.4
Woodland - Meadow Lake Center						
Certificate/Diploma	66	5	71		7,973.9	53.1
Apprenticeship	10		10		321.0	2.1
TOTAL	76	5	81		8,294.9	55.2
Woodland						
University Courses				1,095	18,571.0	142.9
Woodland Future Skills						
Credit	151	27	178	1,410	21,832.8	145.9
Non-credit				642	8,295.9	55.2

1998/99 SIAST Enrolment Figures by Campus

SIASST Kelsey Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Kelsey:						
Certificate/Diploma	1,323	60	1,383	9	210,561.6	1,403.4
Apprenticeship	1,272		1,272		51,496.8	343.0
Adult Basic Educ.	788	101	889		109,574.2	730.6
Extension	490	567	1,057	10,043	153,303.4	1,021.1
TOTAL	3,873	728	4,601	10,052	524,936.0	3,498.1
Kelsey Future Skills						
Credit	84	48	132	433	8,889.1	59.3
Non-credit				291	8,127.0	60.8

SIASST Palliser Campus

Campus & Level	Program - Enrolment -			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Palliser:						
Certificate/Diploma	1,638	92	1,730	3	262,462.5	1,749.7
Apprenticeship	595		595	24	22,599.2	150.7
Adult Basic Educ.	232	97	329		32,544.6	217.0
Extension	813	69	882	5,847	103,147.8	687.6
TOTAL	3,278	258	3,536	5,874	420,754.1	2,805.0
Palliser						
University Courses				334	4,342.0	33.4
Palliser Future Skills						
Credit	19	9	28	369	4,826.0	32.1
Non-credit				90	6,785.8	45.2

1998/99 SIAST Enrolment Figures by Campus

SIAST Wascana Campus

Campus & Level	Program – Enrolment –			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Wascana:						
Certificate/Diploma	1,147	218	1,365	85	154,932.3	1,033.1
Apprenticeship	27		27		951.4	6.4
Adult Basic Educ.	777	102	879		61,170.9	407.8
Extension	265	294	559	7,574	70,670.0	470.8
TOTAL	2,216	614	2,830	7,659	287,724.6	1,918.1
Wascana Future Skills						
Credit	78	25	103	325	12,933.1	86.2
Non-credit				88	6,344.5	42.3

SIAST Woodland Campus

Campus & Level	Program – Enrolment –			Extension Course Registrations	Training Days	FTE
	Full Time	Part Time	Total			
Woodland:						
Certificate/Diploma	682	62	744	13	89,787.0	598.5
Apprenticeship	238		238		9,000.0	60.0
Adult Basic Educ.	452	107	559		44,085.0	293.8
Extension	355	31	386	6,566	80,619.9	537.1
TOTAL	1,727	200	1,927	6,579	223,491.9	1,489.4
Woodland - Meadow Lake Center						
Certificate/Diploma	66	5	71		7,973.9	53.1
Apprenticeship	10		10		321.0	2.1
TOTAL	76	5	81		8,294.9	55.2
Woodland						
University Courses				1,095	18,571.0	142.9
Woodland Future Skills						
Credit	151	27	178	1,410	21,832.8	145.9
Non-credit				642	8,295.9	55.2

Key Employment Indicators for SIAST's On-Campus Graduates

(source: 1998 SIAST Education Equity Program Graduate Employment Statistics Report)

	All Graduates	Aboriginal Graduates	Female Graduates	Male Graduates	Disabled Graduates	Visible Minority Graduates	Women in Non-Traditional Programs
Respondents	1,949	264	1,086	863	106	84	127
Graduates not looking for work	140	38	90	50	14	7	6
Employed	1,609	184	925	684	75	67	111
Unemployed	198	42	69	129	17	9	10
Graduates in Labour Force	1,807	226	994	813	92	76	121
Employment Rate	88%	81%	93%	84%	82%	88%	92%
Average Monthly Salary	\$1,950	\$1,872	\$1,905	\$2,006	\$1,852	\$1,835	\$2,146

Research Activity

Ongoing research and development provides SIAST with appropriate information on which to base program planning and development decision. Research also aids in program reviews, curriculum development and production of multi-media learning resources.

The Institutional Research Department of the Planning, Research and Development Division produced a variety of research reports, including the Graduate Employment Statistics Report, and presented research papers at a number of conferences.

Examples of research reports produced in the 1998/1999 year include:

- SIAST Education Equity Program Graduate Employment Statistics Report.
- Geographic distribution of application for on-campus SIAST Programs in 1997-1998.
- Saskatchewan Economic and Labour Market Overview.
- Analysis of employment of 1998 SIAST graduates based on type of program and location of employment.

Prior Learning Assessment and Recognition

In January 1999, a Prior Learning Assessment and Recognition (PLAR) Facilitator was appointed. As the primary contact for SIAST, this individual also provides faculty workshops and implementation support. A new standardized process was developed, including new forms and tools.

Key Employment Indicators for SIAST's On-Campus Graduates

(source: 1998 SIAST Education Equity Program Graduate Employment Statistics Report)

	All Graduates	Aboriginal Graduates	Female Graduates	Male Graduates	Disabled Graduates	Visible Minority Graduates	Women in Non-Traditional Programs
Respondents	1,949	264	1,086	863	106	84	127
Graduates not looking for work	140	38	90	50	14	7	6
Employed	1,609	184	925	634	75	67	111
Unemployed	198	42	69	129	17	9	10
Graduates in Labour Force	1,807	226	994	813	92	76	121
Employment Rate	89%	81%	93%	84%	82%	88%	92%
Average Monthly Salary	\$1,950	\$1,872	\$1,905	\$2,006	\$1,852	\$1,835	\$2,146

Research Activity

Ongoing research and development provides SIAST with appropriate information on which to base program planning and development decision. Research also aids in program reviews, curriculum development and production of multi-media learning resources.

The Institutional Research Department of the Planning, Research and Development Division produced a variety of research reports, including the Graduate Employment Statistics Report, and presented research papers at a number of conferences.

Examples of research reports produced in the 1998/1999 year include:

- SIAST Education Equity Program Graduate Employment Statistics Report.
- Geographic distribution of application for on-campus SIAST Programs in 1997-1998.
- Saskatchewan Economic and Labour Market Overview.
- Analysis of employment of 1998 SIAST graduates based on type of program and location of employment.

Prior Learning Assessment and Recognition

In January 1999, a Prior Learning Assessment and Recognition (PLAR) Facilitator was appointed. As the primary contact for SIAST, this individual also provides faculty workshops and implementation support. A new standardized process was developed, including new forms and tools.

PLAR has been implemented to varying degrees within 24 programs and at each of the four campuses. Inquiries about the application of PLAR increased — a reflection of the growing need to respond to workplace and educational transitions.

SIAST Recognizes the Importance of Giving Credit Where Credit is Due.

More than 158 applicants requested prior learning assessment for 239 courses. Of these, 209 were successfully assessed through the PLAR process and granted credit. In addition to individual program student requests, there were many requests from industry to provide prior learning assessments for their workers in combination with training and certification goals.

Innovation in Education

In order to fully and effectively implement PLAR, flexible methods will need to be developed for assessing student knowledge of course content. Assessments will be measured within the context of overall course outcome and using a set of critical factors.

Activity By Program Division

Business and Agriculture Division

- The Business and Agriculture Division seeks to be the primary provider of business and agriculture training for Saskatchewan. Through innovative delivery, the Division responds quickly to employment skills and the needs of business and agriculture. The Division helps students become life-long learners by offering sound training that is transferable to other educational institutions and available through extension programming. The Division also provides extension services at all four SIAST campuses and in collaboration with the Regional Colleges throughout the province.

Program Development

- The faculty at Palliser, Wascana, and Woodland campuses began developing province-wide standards and modernizing the curriculum for the Office Education Certificate program. This process will likely be the model for similar efforts in other SIAST programming.

Apprenticeship

- A training curriculum leading to Journeyman status as a Pork Technician WAS revised and restructured. This has positioned SIAST as the primary trainer for the burgeoning pork industry in Saskatchewan.

Extension

- Through various methods of delivery, Business and Agriculture Division Extension services delivered 212 programs, 1,791 courses, and completed 166,594 training days in 1998/99.
- An Applied Certificate in Social Housing was developed for delivery to Metis personnel through the Saskatchewan Housing Corporation.

Successful Partnerships Allow Training Programs to be Delivered Throughout the Province.

Business programming leading to the Computer Information Systems specialty is being delivered in Fort Qu'Appelle in partnership with Metis organizations. This program will result in the graduation of 12 individuals with high-tech training by June, 2000.

Academic Partnerships

- SIAST and CGA Saskatchewan established full equivalency for the SIAST Accountancy program and for the Foundation Levels 1-3 of the CGA program of Professional Studies.

Community Services Division

Using innovative and cost-effective delivery methods, the Community Services Division develops a broad range of career training programs to meet the needs of Saskatchewan citizens and employers.

Community Services provides a wide array of education and training to the diverse segments of government, community and business through program offerings in Human Services, Applied Arts and Communications, Beauty Culture, and Hospitality. There are tremendous challenges to this undertaking as many of this Division's program areas serve the needs of those who are disadvantaged by economic, geographic or cultural realities. Many students and employers have limited budgets for training or are located in isolated areas.

Program Development

- During the 1998/99 academic year, Community Services was engaged in reorganization as were all program divisions within SIAST. No new programs were undertaken; however, several new initiatives were planned and approved for implementation during 1999/2000, including Ecotourism and Meat Processing.
- The Division concentrated on the implementation of new administrative, reporting, and communications processes while continuing to provide career training to more than 700 students in core programming and more than 3,000 students through extension services.
- The Weaving program was discontinued due to low enrolments.

Apprenticeship

- Apprenticeship offerings included Cook and Cook Day Release courses at levels one, two and three.

Extension

- Eight inmates participated in the Short Order Cooking program at the Regina Corrections facility.
- In addition to our regular offering of the Early Childhood Education Certificate program, a special offering of the program was made available specifically for Aboriginal students. Thirty Aboriginal students entered the program with 22 graduating. These graduates are now

employed with their respective Bands in First Nations daycare centres throughout central and northern Saskatchewan.

Achievements

- A single, focused Early Childhood Education program was developed from the three programs which were previously in place.
- The Ceramics Diploma program was reconfigured to offer a series of shorter certificates aimed at more effectively targeting the training needs of that sector.
- Prior Learning Assessment was introduced as part of Corrections, Chemical Dependency, Early Childhood Education, Hotel and Restaurant Administration, Rehabilitation Worker, Youth Care Worker, and Library and Information Technology programs. Credit recognition was awarded for 60 courses.

It works! A Combination of Practical Work Experience and the Traditional Learning Environment.

For the first time, Cooperative Education was introduced as an option to the students of the Recreation and Leisure program. This development provided students with a new means of gaining practical work experience leading to employment within their field.

Innovation in Education

Academic Partnerships

- A university transfer agreement was reached with the University of Regina, allowing for further education opportunities for graduates of the Therapeutic Recreation program.
- The National Headstart Youth Training Project sponsored by the Metis National Council of Women in conjunction with Human Resources Development Canada entered its final phase. Project completion is anticipated for October, 1999. It is anticipated that seven students will receive their certificates in Early Childhood Education.
- SaskTel contributed \$50,000 toward the operation of the New Media program in Regina, honoring their ongoing commitment to applied arts and communications training at SIAST.

Industrial Training Division

The Industrial Training Division supports SIAST's mandate by providing vocational-technical training in a wide range of programs and courses through partnerships with industry, regional colleges and other organizations. The Division focuses its efforts on Apprenticeship training and pre-employment programs. Cost-recovery extension programs continue to provide training and revenue in special, non-core areas.

Current trends indicate significant technological, structural, and demographic changes in the province. Today, apprenticeship training and trade certification in traditional "blue collar" trades

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

**THE PAGES WHICH FOLLOW HAVE BEEN FILMED
TWICE IN ORDER TO OBTAIN THE BEST
REPRODUCTIVE QUALITY**

**USERS SHOULD CONSULT ALL THE PAGES
REPRODUCED ON THE FICHE IN ORDER TO OBTAIN
A COMPLETE READING OF THE TEXT.**

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

**LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN
DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE
REPRODUCTION**

**LES UTILISATEURS DOIVENT CONSULTER TOUTES
LES PAGES REPRODUITES SUR LA FICHE AFIN
D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL**

requires greater proficiency in mathematics, science and computer literacy as well as problem-solving, analytical thinking, supervisory and management skills. More programs are now offered entirely in the workplace. This trend is expected to continue due to limited on-campus facilities, rising capital equipment costs and industry requests.

Program Development

- The Sewing Machine Operator Training Program was started as a Quick Skills initiative. To date, 2,400 training days have been delivered involving 24 trainees at two locations in Saskatchewan.
- The Roofer program was redesigned to be 100 per cent workplace-delivered. This change in delivery was made in response to requests from the Roofer Trade Advisory Board (which represents the roofing trade in Saskatchewan).

SIAST is responsible for the delivery of in-school training for 28 trades designated for apprenticeship in Saskatchewan.

During 1998/99, the Industrial Division delivered the following apprenticeship training:

Statistical Data for 1998/1999	
Regular funded Apprenticeship Training	Number of Training Days Delivered
Kelsey Campus	32,294
Palliser Campus	24,332
Wascana Campus	1,040
Woodland Campus	6,199
TOTAL	63,865

Extension

- A total of 108,167 training days, involving 4,054 Saskatchewan residents, were delivered in a broad range of industrial programs.

Achievements

- The Skills Canada Competition was held at Wascana Campus (Regina).
- The Dean of the Industrial Training Division presented a paper, "Competency-Based Training at SIAST Woodland", at the International Conference on Technician Education and Training held at the Colombo Plan Staff College in Manila, Philippines.

A Leader in Program Accreditation.

Innovation in Education

The Automotive Services Technology program at Kelsey Campus became the first program in Canada to receive the CARS Motive Power Accreditation Certificate. Industry representatives reviewed the curriculum, equipment, staff credentials, and facilities, and approved the delivery of programming to students. Such standards for training organizations, and industry recognition of national training standards is a new industry trend.

requires greater proficiency in mathematics, science and computer literacy as well as problem-solving, analytical thinking, supervisory and management skills. More programs are now offered entirely in the workplace. This trend is expected to continue due to limited on-campus facilities, rising capital equipment costs and industry requests.

Program Development

- The Sewing Machine Operator Training Program was started as a Quick Skills initiative. To date, 2,400 training days have been delivered involving 24 trainees at two locations in Saskatchewan.
- The Roofer program was redesigned to be 100 per cent workplace-delivered. This change in delivery was made in response to requests from the Roofer Trade Advisory Board (which represents the roofing trade in Saskatchewan).

SIAST is responsible for the delivery of in-school training for 28 trades designated for apprenticeship in Saskatchewan.

During 1998/99, the Industrial Division delivered the following apprenticeship training:

Statistical Data for 1998/1999	
Regular funded Apprenticeship Training	Number of Training Days Delivered
Kelsey Campus	32,294
Palliser Campus	24,332
Wascana Campus	1,040
Woodland Campus	6,199
TOTAL	63,865

Extension

- A total of 108,167 training days, involving 4,054 Saskatchewan residents, were delivered in a broad range of industrial programs.

Achievements

- The Skills Canada Competition was held at Wascana Campus (Regina).
- The Dean of the Industrial Training Division presented a paper, "Competency-Based Training at SIAST Woodland", at the International Conference on Technician Education and Training held at the Colombo Plan Staff College in Manila, Philippines.

A Leader in Program Accreditation.

Innovation in Education

The Automotive Services Technology program at Kelsey Campus became the first program in Canada to receive the CARS Motive Power Accreditation Certificate. Industry representatives reviewed the curriculum, equipment, staff credentials, and facilities, and approved the delivery of programming to students. Such standards for training organizations, and industry recognition of national training standards is a new industry trend.

Nursing Division

The Nursing Division supports the SIAST mandate and serves the community by providing excellence in nursing education program delivery provincially, nationally, and internationally. In 1998/99 the Division continued to maintain and advance its reputation for high standards, quality, relevance, responsiveness, and accessibility. Graduates continued to meet the needs of health care consumers and employers, and were equipped with the competencies, skills, and attitudes for lifelong learning.

Program Development

- In response to student requests, Nursing Division offered second year courses to first year students in a first-ever intersession term held in May and June, 1999. The intersession courses, offered in Saskatoon and Regina, enabled students to lighten the rigorous six-course first term of their second year. In addition to allowing more flexible class schedules which help students to accommodate their work and family responsibilities, completing some courses in intersession should allow students to better integrate course concepts during the regular term. A total of 152 students took advantage of the two courses that were offered. Students and faculty evaluations of the experience were very positive and plans are in place to repeat the offer in 1999/2000.

Extension

- In response to the shortage of registered nurses in Saskatchewan, SIAST's Nursing Division, in cooperation with the Saskatchewan Registered Nurses' Association (SRNA), established a Prior Learning Assessment (PLA) option for the Nursing Re-entry Program. The PLA option was designed as a fast track option to give individuals the opportunity to demonstrate previous knowledge of theory through challenge exams. After successfully completing all the theory courses of the program, either through PLA or by taking the courses, students register for the lab and clinical experience. A total of 15 students applied to receive prior learning assessment for a total of 21 courses.

A Unique Program Meets the Need for Critical Care Nurses.

Innovation in Education

SIAST's Nursing Division, together with the Regina Health District and Saskatoon District Health, responded to the need for critical care nurses in Saskatchewan by developing the Basic Critical Care Nursing Program. This six-month program provides registered nurses with specialized knowledge and skills needed in adult intensive care and coronary care units in acute care centres throughout the province. The program was offered to registered nurses via distance education, allowing them to continue working while completing the theory portion at home and at their own pace. Students had telephone access to a faculty member within SIAST's Nursing Division, who could offer clinical and theory expertise. Students further developed their skills and competencies through experience in simulated labs and critical care units. The health districts provided the sites for these two program components. Twenty-nine students enrolled in the program.

- In response to a shortage of operating room nurses, SIAST's Nursing Division partnered with Regina Health District and Saskatoon District Health to offer the Operating Room Nursing and Techniques Program to employees within each district. A total of 37 students enrolled in the brokered program.
- In response to market demand and the identified learning needs of potential applicants, the Practical Nursing program partnered with Northlands Regional College and Parkland Regional College to offer the full Practical Nursing program in La Ronge and Yorkton respectively. In total, 24 students enrolled in the off-campus program.
- In an effort to provide continuing education opportunities, Nursing Division offered Advanced certificate, Post diploma and re-entry programs through distance delivery (home study). In total, 60 students were enrolled in a full program and 401 students were enrolled in program courses. A total of 343 students enrolled in workshops offered throughout the province, and an additional 174 students participated in workshops offered in partnership with health districts and regional colleges.

Science and Health Division

The Science and Health Division contributes to SIAST's mission by being the primary provider of high-quality science and health training and education in Saskatchewan. National accreditation processes and active program advisory committees help to ensure program quality and relevance to public and private sector labour market. To address provincial training needs, the Division utilizes innovative delivery methods designed to enhance responsiveness and accessibility to educational opportunities, particularly in rural and northern areas. Partnerships with other educational institutions, industry and business are utilized to enrich program quality, reach new target audiences, and provide unique and lifelong learning opportunities.

SIAST Delivers Programs in Innovative Ways.

Innovation In Education

During 1998/99, Science and Health Division successfully converted the Emergency Health Technician — Advanced (EMT-A) program to on-line delivery through the internet.

Partnerships

- A strategic partnership was established with the National Research Council to provide state-of-the-art training opportunities for staff and faculty in the Biotechnology program.

Extension

- In response to industry needs, Science and Health Division expanded its extension program offerings, particularly in the area of continuing education.

Achievements

- A number of Job Start/Future Skills and Quick Skills programs were offered during 1998/99 in high demand areas. These included four Quick Skills programs and two Work-Based programs under the Home Care/Special Care Aide program, plus one Quick Skills program for Emergency Medical Technician.

Technology Division

The Technology Division addresses the needs of technology-driven industries as they respond to the increasing pace of technological change, human resource competitiveness and demand for a more skilled workforce. In particular, training responses are currently required due to industrial expansion, comprehensive changes within the forestry sector and renewed emphasis on the aviation sector. Nationally accredited technologist and technician programs, responsive apprenticeship and pre-employment programs, involved program and trade advisory committees and a capital renewal plan ensure the Division's goal of providing the private and public sector with appropriately skilled graduates.

Program Development

- The 1998/99 academic year saw the implementation of three new initiatives. First, the Computer Systems Technology program expanded at Kelsey Campus, doubling its capacity to 96 seats. Second, the new Water & Wastewater Technician program was delivered at Palliser Campus. Third, the Power Engineering program at Kelsey Campus was revised and expanded from a one-year technician to a two-year technology program.
- Working in conjunction with the Saskatchewan Process Industry Training Network, the Division planned and developed the 24-seat Process Operator Technician program which will be delivered in September, 1999, at Kelsey Campus.
- The Integrated Resources Management faculty took the lead role in proposing and developing an Ecotourism certificate program for delivery in 1999/2000.
- The Palliser Campus Cooperative Education program took on a pilot expansion project to offer a limited number of Cooperative Education opportunities for students in the Recreation & Leisure program at Kelsey Campus.

Apprenticeship

- The Electrical program offered apprenticeship Levels I to IV at Palliser Campus and Levels I and II at Woodland Campus. Instrument Mechanics Levels I to IV were offered at Palliser Campus. The Industrial Electronics Technology program at Kelsey Campus began discussions with the Apprenticeship Branch regarding the implementation of the Electronics Assembler trade.

Extension

- Several modified Micro-Electronics programs were delivered to Dumont Technical Institute (DTI) and Saskatchewan Indian Institute of Technology (SIIT) students. The second year of the Integrated Resource Management program was delivered to DTI students at Woodlands Campus. Continued demand saw high student registrations through the Computer Systems Technology labs and the AutoCAD Authorized Training Centre at Kelsey Campus. Basic Electronics and Electricity courses were delivered to SaskTel employees at all four campuses.

Achievements

- The Environmental Engineering Technology program had its first graduates in December, 1999.
- Twelve technology programs and one technician program completed Phases One and Two of the accreditation process with the Canadian Technology Accreditation Board.
- A joint project with Northlands College saw the revision of the Underground Miner Core and its designation as a Certificate program.

SIAST Works With Other Educational Institutions Towards Interprovincial Program Certification.

The Process Operator program became jointly certified by the Southern Alberta Institute of Technology (SAIT) and SIAST. SIAST and SAIT signed letters of understanding on two initiatives: first, SIAST will offer SAIT's first-year engineering technology courses on-line; and second, SIAST and SAIT will explore further development and national offering of the Water & Wastewater Technician program.

Basic Education Division

The Basic Education Division assists students to develop academic and job readiness skills required by the labour market and to gain the entrance requirements necessary for further training. Basic Education includes the fundamental knowledge and skills of communication, mathematics, critical thinking, problem solving, teamwork, responsibility, initiative and independent learning.

Program Development

- Kelsey Campus Basic Education, with funding support from Post-Secondary Education and Skills Training (PSEST), developed a Native Studies curriculum for the Basic Education 10 programs.

Achievements

- Wascana Campus Basic Education employed a Learning Disabilities/Special Needs Instructor to assist students diagnosed with learning disabilities to develop alternative learning strategies.
- A Workplace Coordinator funded by Links to Employment assisted Palliser Basic Education students with career plans, employment readiness skills and work placements. Thirty-two students gained employment through this initiative.
- Community Developers were employed at all SIAST Basic Education locations to enhance the development of relevant programs and services addressing Basic Education needs.
- Two twelve-week Aboriginal Student Empowerment programs, funded by Links to Employment, provided Woodland Campus Basic Education students with opportunities to develop personal and life management skills required to achieve and maintain employment.
- A total of 2,656 students enrolled in Basic Education Programs, and 247,373 training days delivered. At year end, 58% of students enrolled in the Adult 12, Basic Education 10 and related programs had either graduated, completed the activity in which they had enrolled, or continued their studies.

Faculty and Students Receive Provincial Recognition of Their Achievements.

Innovation in Education

Roger Spetz and Ramona Natowcappo, two students from the Basic Education program at Kelsey Campus, received Learner Achievement Awards from the Saskatchewan Literacy Foundation.

Gayvin Franson, an Instructor in the ESL Program at Kelsey Campus, was presented with the English Language Teacher of the Year Award by the Saskatchewan Council of Educators of Non English Speakers.

Academic Partnerships

- Basic Education at Kelsey Campus carried out Phase II research focused on Acquiring Literacy in a Multiple Intelligence Learning Environment. The research was funded by the national Literacy Secretariat. Findings will be incorporated into literacy programs and shared with other literacy providers.
- Basic Education student profiles were created through the development and administration of student questionnaires. The profiles are being used to assist Basic Education programs to develop relevant responses to student needs.

Basic Education Programs and Services

Programs	Kelsey	Palliser	Wascana	Woodland
Adult 5-10			•	
Adult 1-10	•	•		•
Adult 12	•	•	•	•
Career Planning and Job Research	•	•	•	•
Community Drop-in Learning Centre	•	•	•	•
Deaf and Hard of Hearing Program	•		•	
English as a Second Language	•		•	
GED Testing	•	•	•	•
GED Preparation	•	•	•	•
High School Completion	•	•	•	
Learn to Read				•
Life Skills	•	•	•	•
Literacy Program	•	•	•	•
LINC	•		•	
Native Life Skills			•	•
Transition to Post-Secondary Training & Education	•			
Transition to Work/Community			•	
Way to Work Program	•			•

Associated Studies Division

The Associated Studies Division offers courses which provide students with the necessary skills and knowledge to successfully complete their technical training. Another objective of the Division is to broaden students' knowledge base, enabling them to pursue life-long learning in their chosen fields.

Associated Studies provided instruction to 38 programs at Kelsey Campus, 23 programs at Palliser Campus, and 7 programs at Wascana Campus. Course offerings included Anatomy and Physiology, Business Education, Chemistry, Communications, Computer Applications, Mathematics, Nutrition, Physics, Psychology and Sociology, Social Sciences, Surveying and Drafting, and Visual Media. Personnel from the Division were located at all four campuses. Their principal role was to instruct classes in support of Core programs, Extension and Skills programs.

Program Development

- An introductory Bioinformatics component was added to the Statistics/Computers course in the second year Biotechnology program. Students used a computer program called BLAST at the Canadian Bioinformatics Resource (CBR) website to analyze DNA sequences. Guidance in implementing this addition to the course was provided by staff at the National Research Council.

Achievements

- During 1998/99, Associated Studies Division continued its efforts to preserve valuable instruction resources by converting them to electronic and printed media. These efforts will make instruction plans and materials readily available for use and updating. Several projects of this nature were completed.
- The Mathematics Department is converting courses from an outdated Computer Managed Learning system to The Learning Manager to take full advantage of technological advances.

Quality of Instruction is the Driving Force....

Innovation in Education

The Industrial Math Course Development Project 1998/99 produced course materials in the electronic and print media which will allow new instructors greater access to materials used by retiring instructors. The result will be greater continuity in the quality of instruction as staff changes. In addition, future revision of these courses can be made more easily and more quickly.

- Lecture notes for one Business and two Technology math courses were revised and/or developed and are now available in the electronic and print media for more efficient future revisions. As the Business math course is delivered to ten classes on campus and six off campus, this action has essentially standardized the course.
- Two Anatomy and Physiology courses, which were delivered in a distance format at Wascana Campus using print-based learning guides and hard copy exams, were converted to The Learning Manager 1.2 format. As a result, the courses are now available for on-line delivery over the internet.

Skills Initiatives

SIAST, along with Regional Colleges throughout Saskatchewan, continued to deliver JobStart/Future Skills, funded by Post-Secondary Education and Skills Training. The program enhanced training and employment opportunities for the unemployed, provided business and industry with trained workers, and provided expanding businesses with support to train new employees and address technological change by retraining existing employees.

- Trained either in classrooms at public institutions or by employers at the work site, the majority of trainees in 1998/99 were male (approximately 60 per cent), were between 17 and 35 years of age (approximately 65 per cent), and generally with high school completion or less. More than 70 per cent were successful in their training, receiving SIAST credit or industry recognition.
- Approximately 20 per cent of trainees self-declared their Aboriginal status and more than 20 per cent were Social Assistance recipients.
- In 1998/99, SIAST managed approximately 300 Work-based Training projects in the four campus locations, with almost half of these projects providing SIAST credit. These projects involved approximately 1,500 trainees and about \$2 million in funding provided PSEST. In addition, SIAST provided credit and support to approximately 150 trainees in Work-based Training projects managed by the Regional Colleges.
- In 1998/99, SIAST piloted a self-instructional "Train the Trainer" manual to better support employers across the province delivering work-based training.

Responding to the Training Needs of Industry Through Partnerships.

Innovation in Education

Through Institutional Quick Response Training, SIAST provided classroom training to more than 450 unemployed workers in Regina, Saskatoon, Prince Albert and Moose Jaw. SIAST also provided credit for approximately 300 students in programs delivered through Regional Colleges and Dumont Technical Institute.

- Another component of JobStart/Future Skills, called Sector Partnerships, provided financial assistance to industry sectors to undertake human resource planning and develop approaches to training. SIAST participated in 14 Sector Partnerships committees and responded to training needs in programs such as Industrial Sewing Machine Operator and Hospitality. SIAST continues to work with other Sector Partnership committees to complete the studies and address identified training needs.

Virtual Campus

- The establishment of a virtual campus remains the cornerstone of SIAST's restructuring effort.
- A Virtual Campus Coordinator was hired in 1998/99 to assess the additional technological infrastructure and electronic curriculum development required to build a successful virtual campus.

Services

International Services

SIAST International Services is responsible for marketing SIAST services to international clients, managing international human resource development contracts, and fostering an international consciousness within SIAST and Saskatchewan communities.

International Services helped to improve the learning environment at SIAST by developing international work or study related placements for students and staff. As an extension of SIAST's responsiveness to local employers needs, International Services also coordinated efforts to provide critical training services to support Saskatchewan and Canadian trade and exports.

During 1998/99, SIAST implemented six projects funded by the Canadian International Development Agency (CIDA) and administered by the Association of Canadian Community Colleges (ACCC). These projects included:

- Agricultural Extension Training in Botswana and Namibia
- Environmental Education in Seychelles and Kenya
- Health Worker Skill Training in Nepal
- Modularized Curriculum Development in Vietnam
- Management Information Systems in Egypt
- The Instructional Resource and Curriculum Development Centre project in Jordan. SIAST's international capacity was particularly recognized by Jordan's Prince Hassan during the keynote speech at the First World Congress of Polytechnics held in Quebec City in June, 1999.

In 1998/99, SIAST secured projects funded by from World Bank and CIDA for technical/vocational projects in Nepal, Malawi and Hungary. These projects begin in 1999/2000.

Approximately 25 faculty and students participated in overseas programs in 1998/99, receiving valuable international work experience and delivering training to hundreds of faculty at overseas partner institutions. Training was also provided at SIAST for visiting international faculty.

A new International Services Strategy Paper was developed recommending SIAST focus on key areas of institutional strengths and support Saskatchewan and Canadian trade and exports. As part of this strategy, more collaborative relationships were established between International Services and academic areas. Furthermore, admission and tuition rates for international students were standardized in an effort to respond to the growing international demand for SIAST programs while not hindering access for Saskatchewan and Canadian students.

Student Affairs and Services

Student Affairs and Services (SA&S) collaborates with students, faculty, staff, programs and the community to develop and provide a broad array of services and resources that promote increased accessibility to training. Through these collaborations, SA&S attempts to foster the individual growth, development and success of students.

The diversity of people, cultures, languages and individual needs of students is the focus of SA&S. SA&S creates a network of support ranging from individual assistance for persons with disabilities to group interventions.

Counselling Services

Counselling is an educational activity available to all students, which focuses on individuals and issues. The aim of counselling is to facilitate processes and information so students can overcome barriers related to their access to, successful completion of and transition from SIAST programs of study.

Achievements

- Throughout 1998/99, there was considerable structural change within SIAST and within government and non-government agencies with which SIAST counsellors interact (e.g. Canada Saskatchewan Career and Employment Services). As a result, SIAST counsellors had to work hard to maintain and establish the communication links to the agencies that assist SIAST students and the general public. Despite the upheaval, the level of service to clients remained consistent through this period — a testament to the flexibility and expertise of SIAST counsellors.
- Changes to entrance requirements (first qualified, first admitted) and selection procedures for many academic programs had an impact on counselling service provision. These new conditions resulted in considerably more counsellor involvement with applicants, as well as with programs.
- A career counselling project was developed with Thunder Creek School Division for implementation in Fall, 1999.

Student Employment Services

Student Employment Services is a liaison between graduates/students seeking training-related employment and employers seeking qualified individuals for employment with their business, industry or agency. The process includes advising on job search techniques, notifying graduates and students of job postings, conducting skills workshops for various programs, assisting with employment equity program recruitment, public relations, special events (career fairs, employer breakfasts, employer presentations), and a graduate/alumni referral service. Timely and efficient service for our clients has resulted in excellent relationships with alumni, business and industry.

Achievements

- February 2, 1999, saw SIAST Palliser Campus Student Employment Services host its 19th Annual Career Fair. Thirty-four companies and associations participated.
- Wascana Campus Counselling Services, provided a job posting service at all centres. In addition, resumé preparation software was purchased and loaded for individual use on computers in the student access computer labs.

- Workshops and classroom presentations on resumé writing and job search techniques were offered at both Wascana and Woodland campuses.
- Woodland Student Employment Services mailed information packages about their services to electrical contractors and more than 400 Chamber of Commerce members.
- More than 1,200 student employment opportunities were posted through the campus offices.

Career Services

SIAST Career Services assists members of the general public, SIAST students, and individuals referrals from business/industry in their education, training, and career decision-making. Services provided include: counselling, career testing and assessment, referral services, and access to the Career Resource Centre.

Achievements

- Career Services personnel from Palliser, Wascana and Kelsey campuses participated in consultations regarding Canada/Saskatchewan Career and Employment Services Centres (CSCES), as well as the "One Client Service Model" being developed for the province by PSEST.
- Kelsey Career Services participated in Canada Career Week by delivering a "Career Proofing Your Kids" workshop for parents and teens. In addition, presentations on "Work and Careers in the 21st Century" were made at four Humboldt area high schools.
- Wascana Career Services participated in the Career Linx Project. The Regina Career Linx project moved from the pilot stage to an on-going program. Career Linx provides multimedia applications and training for those searching out career and employment opportunities. Wascana's Career Services played a key role in the transition and Kelsey's Career Services provided training in these multimedia applications for SIAST and Canada-Saskatchewan Career and Employment Services in Saskatoon. Eight multi-media computer workstations were moved into the Career Centre and training was provided for faculty and support staff to use this technology with clients.
- Palliser Career Services conducted three community group sessions in the communities of Briercrest, Rouleau, and Mortlach to emphasize the value of career counselling for education and vocational direction. This resulted in the Career Goal Setting agreement for 1999/2000 between SIAST and Thunder Creek School District. Emphasis was placed on having parents participate in the sessions along with the student and the career counsellor.
- In 1998/99, SIAST Career Services responded to more than 40,000 contacts.

Recreation and Wellness

The Campus Recreation and Services departments at the four SIAST campuses provide programs and services that enable SIAST students and staff to learn and experience the health benefits of recreation and active living. The departments provide a variety of positive recreational activities and developed awareness of the importance of lifelong personal fitness and wellness.

Learning Assistance Centre

Learning assistance provides key assistance to students struggling with specific academic challenges. Students generally receive personal attention from qualified faculty as well as assistance in meeting learning and physical disabilities.

SIAST Learning Assistance centres use traditional, multimedia and manual skills development tools designed specifically for the student's needs.

Registration & Admissions

With the introduction of 59 new programs to SIAST within the past four years, staff in the Registrars' Offices have had to adjust to the challenge of monitoring and recording more information. Statistical reporting was enhanced in conjunction with the institutional accountability reporting requirements of Statistics Canada and to the Department of Education.

As more programs request access to the student information system, it will result in less duplication of input for student records.

Education Equity

The SIAST Education Equity Program has been in place since 1990. It is the only comprehensive education equity program in Canada. Each year SIAST sets goals and implements measures to reduce systemic practices that cause barriers to success for designated groups students. The four designated groups, as defined by the Saskatchewan Human Rights Commission, are students of Aboriginal Ancestry; students with disabilities; students from visible minorities; and women students in predominantly male programs.

A Leader in Education Equity - SIAST has the Only Comprehensive Program in Canada.

Innovation in Education

The SIAST Education Equity Program is approved and monitored by the Saskatchewan Human Rights Commission. Each year SIAST sets goals and implements measures to reduce systemic practices that cause barriers to success for designated groups students.

Achievements

- Wascana's Facilitator for Women presented a Kindergarten Project to Kindergarten students representing 40 classrooms in 26 Regina schools. The project was designed to break down stereotypical gender roles.
- Kelsey Campus Aboriginal application rate increased 3.1 per cent from 9.1 per cent in 1997/98 to 12.2 per cent in 1998/99. Kelsey met the targeted goal of Aboriginal applicants.
- Visible Minority enrolment rates increased at all campuses and Palliser Campus met the targeted goal.
- Statistics for women graduates from predominantly male programs showed an increase in the percentage in the work force — from 86 per cent in 1995 to 92 per cent in 1998.
- At Palliser Campus the percentage of withdrawals for students with disabilities decreased by 2.7 per cent from 6.1 per cent in 1997/98 to 3.4 per cent in 1998/99.

- Woodland Campus Education Equity Committee initiated Linkage Scholarships that provide an opportunity for equity students to access technical programs on a part-time basis while completing their Basic Education classes.

Scholarships & Bursaries

Following is a summary of scholarships and awards administered at each SIAST campus.

- Kelsey Campus Scholarship and Awards Office administered more than \$122,000 in scholarship and bursary money to post-secondary and Basic Education students. One hundred and fifty post-secondary recipients shared \$118,400 of the total awarded, while 11 Basic Education students shared the remaining \$3,800. More than 50 non-monetary awards were also presented. Part of the money awarded is generated by the \$224,700 scholarship endowment fund held by the Kelsey Foundation. New corporate donors and endowments included SaskEnergy, Kiwanis Foundation, Canadian Information Processing Society, and the Mechanical Engineering Technology program fund.
- Palliser Campus administered more than \$96,000 in scholarship and bursary money to 125 post-secondary and four Basic Education students. Over 93 tool and non-monetary awards were also presented.
- Wascana Campus awarded a total of \$62,000 in scholarships to 120 students. Assistance was also provided to 42 students through the Student Assistance Fund for Emergencies, SAFE Program.
- Woodland Campus awarded 145 scholarships with a total cash value of \$45,975. Another 19 students received recognition gifts. A total of 11 new awards were presented in 1998/99. In addition, two Governor General Scholarships were presented — the Bronze medal to a Grade 12 Basic Education graduate and the Collegiate Bronze to a diploma level post secondary graduate.

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

**THE PAGES WHICH FOLLOW HAVE BEEN FILMED
TWICE IN ORDER TO OBTAIN THE BEST
REPRODUCTIVE QUALITY**

**USERS SHOULD CONSULT ALL THE PAGES
REPRODUCED ON THE FICHE IN ORDER TO OBTAIN
A COMPLETE READING OF THE TEXT.**

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

**LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN
DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE
REPRODUCTION**

**LES UTILISATEURS DOIVENT CONSULTER TOUTES
LES PAGES REPRODUITES SUR LA FICHE AFIN
D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL**

Support Services

Human Resources

Human Resources strives to develop and implement efficient and cost-effective tools and services to assist managers in understanding and applying a variety of personnel policies and procedures in the following areas: job evaluation; labour relations; staffing; employment equity; organizational design and development; compensation and benefits; employee and family assistance; and human resource planning. Human Resources provides key support to the continuing development and enhancement of managers' skills in this field. Human Resources also strives to provide employee development opportunities that assist SIASST employees on the job.

With a significant portion of the restructuring completed, 1998/99 was a year of review for Human Resources. Initiatives that had begun prior to restructuring were once again brought forward and scrutinized for relevance and priority.

Achievements

- Completed the evaluation of all out-of-scope positions and implemented a new classification and pay plan.
- Completed collective bargaining process.
- Introduced employee development activities at all locations in the areas of equity, use of technology, conflict resolution, and supervisory skills.

SIASST EMPLOYEES FULL-TIME EQUIVALENT (FTE) TOTALS

(Based on Actual FTE)

	Out of Scope		Academics		Admin Support		Totals	
	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99
Kelsey	13.67	12.11	285.66	298.01	117.76	115.69	417.09	425.81
Palliser	14.71	12.68	220.31	225.74	79.39	81.87	314.41	320.29
Wascana	14.08	12.76	222.36	212.88	127.22	123.56	363.66	349.20
Woodland	10.54	8.72	154.24	161.32	88.82	85.43	253.6	255.47
Administrative Office	21.30	24.12	1.00	1.04	26.04	34.78	48.34	59.94
TOTALS	74.30	70.39	863.57	898.99	439.23	441.33	1,277.10	1,266.11

Support Services

Human Resources

Human Resources strives to develop and implement efficient and cost-effective tools and services to assist managers in understanding and applying a variety of personnel policies and procedures in the following areas: job evaluation; labour relations; staffing; employment equity; organizational design and development; compensation and benefits; employee and family assistance; and human resource planning. Human Resources provides key support to the continuing development and enhancement of managers' skills in this field. Human Resources also strives to provide employee development opportunities that assist SIAST employees on the job.

With a significant portion of the restructuring completed, 1998/99 was a year of review for Human Resources. Initiatives that had begun prior to restructuring were once again brought forward and scrutinized for relevance and priority.

Achievements

- Completed the evaluation of all out-of-scope positions and implemented a new classification and pay plan.
- Completed collective bargaining process.
- Introduced employee development activities at all locations in the areas of equity, use of technology, conflict resolution, and supervisory skills.

SIAST EMPLOYEES FULL-TIME EQUIVALENT (FTE) TOTALS

(Based on Actual FTE)

	Out of Scope		Academic		Admin Support		Totals	
	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99	1997-98	1998-99
Kelsey	13.67	12.11	285.66	298.01	117.76	115.69	417.09	425.81
Paliser	14.71	12.68	220.31	225.74	79.39	81.87	314.41	320.29
Wascana	14.08	12.76	222.36	212.88	127.22	123.56	363.66	349.20
Woodland	10.54	8.72	154.24	161.32	88.82	85.43	253.6	255.47
Administrative Office	21.30	24.12	1.00	1.04	26.04	34.78	48.34	59.94
TOTALS	74.30	70.39	883.57	898.99	439.23	441.33	1,397.10	1,410.71

Finance and Administration

Finance and Administration provides financial services and administrative support to the Board of Directors and the other divisions of SIAST. The division is responsible for internal and external financial reporting and also has the primary responsibility for internal control.

Information Resources

The 1998/99 year was another productive year for Information Resources at SIAST. The Electronic Curriculum Project began to address its mandate to develop a technology-based infrastructure to support the creation, storage, management and distribution of curriculum. The project to migrate many of the current uses to a web-based facility was begun. This involved adding and upgrading servers and many desktop computers. A synchronous delivery tool called LearnLinc, which permits instruction via a virtual classroom over the internet was implemented. The project to upgrade the Library System was also completed.

Achievements

- A major focus in 1998/99 was preparation for the Year 2000. Most of SIAST's network infrastructure was made Year 2000 compliant and the final preparations will be completed in the last half of 1999. Many of SIAST's computer applications were also made year 2000 compliant.
- Implementation of a new computerized system to support SIAST's bookstores was initiated.
- SIAST installed group video conferencing capability. A designated room in each campus and at the administrative offices were fully equipped. SIAST faculty and staff have heavily utilized this capability.
- Information Resources added capability to SIAST's web-servers, including audio and video streaming. The Entrepreneurship and Small Business Program piloted the use of this technology for SIAST.
- SIAST'S main servers and several local servers were upgraded to accommodate increased usage. A separate student electronic mail server was also installed. Similarly, local-area-network expansions and upgrades were done in many areas as more computers are added to the network. Finally, the wide-area-network that connects SIAST's various locations around the province was also upgraded.
- Information Resources installed a Network Management System to help manage and ensure the availability and performance of the network on which SIAST has increasingly come to rely. SIAST piloted a new computerized Helpdesk system and expects to put it into full production in the coming year.

.....

Financial

Results of Operations

Summary

- The excess of revenue over expenditures for the year ended June 30, 1999 was \$1,473,000.
- Operating revenue increased from \$114.0 million to \$120.1 million, primarily as a result of increases in the operating grant to cover increases in salaries and benefits and the planned tuition fee increase.
- Operating expenditures increased from \$113.5 million to \$118.6 million, mainly as a result of increases in salaries and benefits resulting from the negotiation of a new Collective Bargaining Agreement.

Programs

- This area exceeded budget by \$1.7 million due to the success in increasing the number of contractual courses and increased tuition fee revenue.

Student Services

- Budget was exceeded by \$0.2 million resulting from an increase in contractual services.

Support Services

- Achieved its budget for the year and was able to provide an additional amount of \$0.4 million to cover the cost of implementing the in-scope Administrative Support Job Evaluation system.

Facilities

- Expenditures were in excess of budget by 0.5 million as a result of increased rental of facilities, cost for small facilities renovation projects and cartage expenses.

Management Report

Management's Responsibility for Financial Reporting

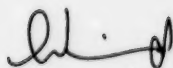
The Financial Statements have been prepared by management in accordance with generally accepted accounting principles. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial Statements are not precise since they include certain amounts based on estimates and judgments. Management has ensured that the Financial Statements are presented fairly in all material respects. The financial information presented elsewhere in the Annual Report is consistent with that in the Financial Statements.

Management maintains a system of internal accounting and administrative controls to provide reasonable assurance that the financial information is relevant, reliable and accurate and that assets are appropriately accounted for and adequately safeguarded.

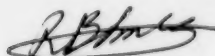
The Board of Directors of SIAST is responsible for reviewing and approving the Financial Statements and, primarily through its Audit Committee, ensures management fulfills its responsibilities for financial reporting.

The Audit Committee is appointed by the Board and is composed of directors who are not employees of SIAST. The Audit Committee meets periodically with management and with external auditors to discuss internal controls, auditing matters and financial and reporting issues to satisfy itself that each party is properly discharging its responsibilities. The Audit Committee reviews the Financial Statements and the external auditors' report and also considers, for approval by the Board, the engagement or reappointment of the external auditors. The Audit Committee reports its findings to the Board for its consideration when approving the Financial Statements for issuance.

The Financial Statements have been audited by KPMG LLP and the Provincial Auditor of Saskatchewan in accordance with generally accepted auditing standards. KPMG LLP and the Provincial Auditor of Saskatchewan have full and free access to the Audit Committee.



Art Knight
President



Rand B. Smale C.A.
Chief Financial Officer
August 11, 1999

•
•
•
•
•
•
•
•

Auditors' Report

To the Members of the Legislative Assembly of Saskatchewan

We have audited the statement of financial position of Saskatchewan Institute of Applied Science and Technology as at June 30, 1999 and the statements of operations, changes in net assets and cash flows for the year then ended. The Institute is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Institute as at June 30, 1999 and the results of its operations and its cash flows for the year then ended in accordance with generally accepted accounting principles.

KPMG LLP

Chartered Accountants
Saskatoon, Saskatchewan

August 11, 1999

Wayne Stucheff

Provincial Auditor
Regina, Saskatchewan

August 11, 1999

Saskatchewan Institute of Applied Science and Technology

Statement of Financial Position

June 30, 1999 with comparative figures for 1998 (in thousands of dollars)

	1999	1998
Assets		
Current assets:		
Cash and short-term investments (note 3)	\$ 17,985	\$12,146
Accounts receivable (note 4)	4,919	6,190
Inventories (note 5)	1,360	1,254
Prepaid expenses	318	319
	24,582	19,909
Capital assets (note 6)	15,843	15,960
	\$ 40,425	\$35,869

Liabilities and Net Assets

Current liabilities:		
Accounts payable and accrued liabilities	\$ 3,990	\$ 6,636
Salaries and benefits payable	6,355	6,394
Unearned revenue (note 7)	8,782	2,913
Deferred grants (note 9)	778	1,013
Current portion of obligation under capital leases (note 8)	194	317
	20,099	17,273
Obligation under capital leases (note 8)	213	169
Deferred grants related to capital assets (note 9)	7,346	7,133
	27,658	24,575

Net Assets

Net assets invested in capital assets	8,091	8,341
Operating net assets:		
Unrestricted	3,827	2,533
Internally restricted (note 10)	849	420
	12,767	11,294
Commitments (note 11)		
	\$ 40,425	\$35,869

See accompanying notes to financial statements.

On behalf of the Board:

 Director

 Director

Saskatchewan Institute of Applied Science and Technology

Statement of Operations

Year ended June 30, 1999 with comparative figures for 1998 (in thousands of dollars)

	1999 Budget	1999 Actual	1998 Actual
Revenue:			
Grants	\$ 69,637	\$ 73,223	\$68,483
Contractual services	21,642	24,964	25,801
Tuition and fees	12,465	13,114	11,820
Sales	5,640	6,529	5,960
Amortization of deferred capital grants	877	1,102	1,004
Interest	556	820	760
Rentals	132	212	152
Donations	38	111	49
	110,987	120,075	114,029
Expenditures:			
Salaries and benefits	70,475	75,287	71,407
Facilities rental	15,375	15,214	14,926
Materials and supplies	8,987	9,777	9,537
Services	6,795	8,354	8,750
Amortization	4,427	4,467	4,247
Travel	2,504	3,094	2,476
Equipment rental and repairs	2,215	2,189	1,924
Scholarships and donations	209	220	226
	110,987	118,602	113,493
Excess of revenue over expenditures before extraordinary item	—	1,473	536
Extraordinary item (note 13)	—	—	(44)
Excess of revenue over expenditures	\$ —	\$ 1,473	\$ 492

See accompanying notes to financial statements.

Saskatchewan Institute of Applied Science and Technology

Statement of Changes in Net Assets

Year ended June 30, 1999 with comparative figures for 1998 (in thousands of dollars)

	Invested in Capital Assets	Unrestricted	Internally Restricted	1999 Total	1998 Total
Balance, beginning of year	\$ 8,341	\$ 2,533	\$ 420	\$ 11,294	\$10,802
Excess (deficiency) of revenue over expenditures	(2,884)	4,357	—	1,473	492
Investment in capital assets	2,634	(2,634)	—	—	—
Internally imposed restrictions (note 10)	—	(429)	429	—	—
Balance, end of year	\$ 8,091	\$ 3,827	\$ 849	\$ 12,767	\$11,294

See accompanying notes to financial statements.

Saskatchewan Institute of Applied Science and Technology

Statement of Cash Flows

Year ended June 30, 1999 with comparative figures for 1998 (in thousands of dollars)

	1999	1998
Cash from operating activities		
Excess of revenue over expenditures	\$ 1,473	\$ 492
Amortization of capital assets	4,467	4,247
Amortization of deferred capital grants	(1,102)	(1,004)
Change in non-cash working capital (note 12)	4,115	(1,627)
Gain on sale of capital assets	(480)	—
Cash generated from operating activities	8,473	2,108
Financing and investing activities		
Grants for purchase of capital assets	1,315	3,471
Repayments of obligation under capital leases	(300)	(420)
Increase in obligation under capital leases	221	—
Proceeds from sale of capital assets	550	—
Purchase of capital assets	(4,420)	(6,859)
Net cash used in financing and investing activities	(2,634)	(3,808)
Net increase (decrease) in cash and short-term investments	5,839	(1,700)
Cash and short-term investments, beginning of year	12,146	13,846
Cash and short-term investments, end of year	\$ 17,985	\$12,146

See accompanying notes to financial statements.

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

1. Statutory authority:

Saskatchewan Institute of Applied Science and Technology (SIAST) was established as a public educational corporation by the Legislative Assembly of Saskatchewan under *The Institute Act* and is continued under *The Saskatchewan Institute of Applied Science and Technology Act*.

2. Significant accounting policies:

These financial statements have been prepared in accordance with generally accepted accounting principles, and include the following significant accounting policies:

(a) Revenue recognition:

SIAST follows the deferral method of accounting for grants. Grants for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditure is incurred. Grants for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Revenue from contractual services is recognized as the service is delivered. Revenue from tuition and fees is recognized as the course instruction is delivered.

(b) Inventories:

Inventories consist of merchandise and supplies held for resale and are valued at the lower of cost and net realizable value. Administrative and program supplies and library periodicals are not inventoried.

(c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Amortization is charged to operations on the straight line basis over the following estimated useful lives of the assets:

Asset	Period
Industrial and heavy equipment	10 years
Furniture	10 years
Office equipment, specialized equipment and library	5 years
Vehicles	8 years
Leasehold improvements:	
SPMC owned properties	15 years
Other properties	Lease term
Computer equipment	3 years

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

2. Significant accounting policies - continued:

(d) Use of estimates:

Preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions regarding the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenditures for the year. Actual results may differ from these estimates.

3. Cash and short-term investments:

(in thousands of dollars)

	1999	1998
Cash	\$ 1,053	\$ 1,553
Short-term promissory notes	16,932	10,593
	\$ 17,985	\$ 12,146

The investment in short-term promissory notes is stated at cost which approximates market value.

4. Accounts receivable:

(in thousands of dollars)

	1999	1998
Tuition fees	\$ 107	\$ 126
Programs delivered	1,511	1,519
Federal government	750	764
Provincial government - General Revenue Fund	1,856	2,156
Other	695	1,625
	\$ 4,919	\$ 6,190

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

5. Inventories:

(in thousands of dollars)

	1999	1998
Bookstores	\$ 1,244	\$ 1,142
Food services	55	48
Shop and service supplies	61	64
	\$ 1,360	\$ 1,254

6. Capital assets:

(in thousands of dollars)

	Cost	Accumulated Amortization	Net book Value	Net Book Value
Vehicles and equipment	\$ 63,930	\$ 53,371	\$ 10,559	\$ 10,665
Leasehold improvements	7,461	2,177	5,284	5,295
	\$ 71,391	\$ 55,548	\$ 15,843	\$ 15,960

7. Unearned revenue:

(in thousands of dollars)

	1999	1998
Tuition and fees	\$ 866	\$ 842
Contractual services	726	1,939
Grants - operations and rent	7,143	-
Other	47	132
	\$ 8,782	\$ 2,913

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

8. Obligation under capital leases:

(in thousands of dollars)

	1999	1998
Obligation under capital leases, beginning of year	\$ 486	\$ 906
Additions during the year	221	-
Repayments during the year	(300)	(420)
Obligation under capital leases, end of year	407	486
Less current portion	194	317
Long-term obligation under capital leases	\$ 213	\$ 169

Minimum lease payments under the capital leases are as follows:

2000	\$ 228
2001	111
2002	122
2003	55
2004	42
Total minimum lease payments	558
Less amount representing future interest	151
Net obligation under capital leases	\$ 407

Interest rates on the leases range from 8.0% to 11.5%. Interest expensed during the year amounted to \$39 (1998 - \$48).

9. Deferred grants:

(in thousands of dollars)

	Deferred Grants			
	Quick Skills	Capital Assets (Current)	1999 Total	1998 Total
Beginning balance	\$ 581	\$ 432	\$ 1,013	\$ 2,439
Amount received	1,698	320	2,018	939
Recognized as revenue in the year	(1,501)	(752)	(2,253)	(2,365)
Ending balance	\$ 778	\$ -	\$ 778	\$ 1,013

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

9. Deferred grants: (continued)

Quick Skills deferred grants represent unspent grants which are restricted to the Quick Skills program. Under this program, the Department of Post-Secondary Education and Skills Training provides funding to enable SIAST to respond regionally to emerging skills shortages.

(in thousands of dollars)

	Deferred Grants Related to Capital Assets	
	1999	1998
Balance, beginning of year	\$ 7,133	\$ 4,666
Amortization	(1,102)	(1,004)
Assets purchased	1,315	3,471
Balance, end of year	\$ 7,346	\$ 7,133

10. Internally restricted net assets:

(in thousands of dollars)

	Equipment Renewal	Strategic Initiatives	1999 Total	1998 Total
Beginning balance	\$ 194	\$ 226	\$ 420	\$ 383
Current expenditures	(194)	—	(194)	(157)
Current restrictions	623	—	623	194
Ending balance	\$ 623	\$ 226	\$ 849	\$ 420

11. Commitments:

SIAST has a number of operating lease commitments pertaining to land and buildings and equipment. The majority of land and buildings are leased on a continuing basis from the Saskatchewan Property Management Corporation (SPMC). The remaining land and buildings as well as the equipment are leased from various private lessors.

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

11. Commitments: (continued)

A summary of the future minimum operating lease commitments over the next five years is as follows:

(in thousands of dollars)

	Land and Buildings		Equipment		Total
	SPMC	Other Lessor	Other Lessor		
2000	\$ 14,013	\$ 969	\$ 1,076	\$	16,058
2001	14,013	928	250		15,191
2002	14,013	541	186		14,740
2003	14,013	—	—		14,013
2004	14,013	—	—		14,013

SIAST is committed to providing annual funding toward professional development activities of in-scope academic and administrative support employees. The commitment for fiscal 2000, as required by the collective agreement, is \$482,677.

12. Change in non-cash working capital:

(in thousands of dollars)

	1999	1998
Accounts receivable	\$ 1,271	\$ (2,626)
Inventories	(106)	(6)
Prepaid expenses	1	(41)
Accounts payable and accrued liabilities	(2,646)	1,497
Salaries and benefits payable	(39)	(59)
Unearned revenue	5,869	1,034
Deferred grants	(235)	(1,426)
	\$ 4,115	\$ (1,627)

13. Extraordinary item (in thousands of dollars):

During the 1997 fiscal year, a fire occurred at SIAST Kelsey Campus. Although the facilities are owned by SPMC, there was substantial damage to SIAST equipment. Fire related repairs and renovations continued into the 1998 fiscal year. The majority of costs related to the fire were covered by insurance. The insurance proceeds and expenditures related to the fire in 1998 were \$511 and \$555, respectively.

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

14. Financial assets and liabilities:

Cash and short-term investments, accounts receivable, accounts payable and accrued liabilities and salaries and benefits payable are all short-term in nature and as such their carrying value approximates fair value.

15. Related parties (in thousands of dollars):

Included in the financial statements are revenue and expenditure amounts resulting from routine transactions conducted at prevailing market prices with various Saskatchewan Crown-controlled departments, agencies and corporations with which SIAST is related. Account balances resulting from these transactions are included in the balance sheet and settled on normal trade terms. Other transactions with related parties are disclosed elsewhere in these statements.

During the year SIAST received revenue from the General Revenue Fund of the Province of Saskatchewan for operations and rent in the amount of \$73,065 (1998 - \$68,357). The Department of Post-Secondary Education and Skills Training through the General Revenue Fund also funds training on a contractual basis. During the year, \$13,753 (1998 - \$13,008) was received for these contractual programs.

SIAST also received revenue for contractual services from the Province of Saskatchewan regional colleges for \$3,883 (1998 - \$3,892).

Included in facilities rental is \$13,822 (1998 - \$13,506) paid to SPMC for rent. These transactions are recorded at rates set by SPMC.

Included in services expenditures is \$2,002 (1998 - \$1,666) paid to SaskTel. These transactions are recorded at rates set by SaskTel.

The short-term investments set out in note 3 consist of bankers' acceptances, promissory notes and treasury bills and are held by the Department of Finance as custodian.

SIAST employees participate in various defined benefit and money purchase type pension plans. The majority of these are managed and administered by the Department of Finance. Employer grants for money purchase plans are included in expenditures in these financial statements. Employer obligations associated with the defined benefit pension plans are the responsibility of the General Revenue Fund of the Province of Saskatchewan.

Payments to other related agencies included: Public Employees Pension Plan \$4,676 (1998 - 4,333), Public Service Superannuation Plan \$445 (1998 - \$405), Public Employees Dental Plan \$619 (1998 - \$480) and the Workers Compensation Board of Saskatchewan \$296 (1998 - \$259).

Saskatchewan Institute of Applied Science and Technology

Notes to Financial Statements

Year ended June 30, 1999

15. Related parties (in thousands of dollars) - continued:

The Kelsey Institute Foundation Inc. is a not-for-profit organization which operates to offer financial support to the students of SIAST Kelsey Campus. Funds solicited by the Foundation are used to provide scholarships directly to students and for equipment donated to SIAST Kelsey Campus for use in program delivery. For the Foundation's fiscal year ended December 31, 1998 donations in kind to SIAST Kelsey Campus were \$559 (1997 - \$160).

16. Budgeted figures (in thousands of dollars):

Budgeted figures exclude expenditures which were funded out of internally restricted net assets. Current year expenditures funded out of internally restricted net assets are \$194 (1998 - \$157). \$623 (1998 - \$194) has been restricted from unrestricted net assets to fund future expenditures.

17. Expenditures by function:

Following is a summary of expenditures by function: (in thousands of dollars)

	1999	1998
Programs	\$ 72,641	\$ 69,689
Facilities	15,774	15,215
Administration	16,322	15,007
Student services	8,435	8,539
Ancillary	5,430	5,043
	\$ 118,602	\$113,493

18. Year 2000:

The Year 2000 Issue arises because many computerized systems use two digits rather than four to identify a year. Date-sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems which use certain dates in 1999 to represent something other than a date. The effects of the Year 2000 Issue may be experienced before, on, or after January 1, 2000.

SIAST is implementing plans to address the Year 2000 issue and to mitigate the risk of significant systems failure which could affect SIAST's ability to conduct normal business operations. It is not possible to be certain that all aspects of the Year 2000 Issue affecting SIAST, including those related to the efforts of funding agencies, suppliers, or other third parties, will be fully resolved.

List of Acronyms

ACCC

Association of Canadian
Community Colleges

CBE

Competency-Based Education

CBR

Canadian Bioinformatics Resource

CGA

Certified General Accountant

CIDA

Canadian International
Development Agency

CSCES

Canada/Saskatchewan Career and
Employment Services

DTI

Dumont Technical Institute

EMT-A

Emergency Medical Technician –
Advanced

ESL

English as a Second Language

FTE

Full time Equivalent

PSEST

Post-Secondary Education and
Skills Training

SIAST

Saskatchewan Institute of Applied
Science & Technology

SIIT

Saskatchewan Indian Institute of
Technology

SRNA

Saskatchewan Registered Nurses'
Association

SSEP

Saskatchewan Skills Extension
Program

TAB

Trade Advisory Boards

List of Other Information

(Available from the SIAST Administrative Offices)

Geographic Distribution of Applications for On-campus SIAST Programs in 1997/98

1997 Visible Minority Graduate Employment Statistics Report

1997 Aboriginal Graduate Employment Statistics Report

1997 Disabled Graduate Employment Statistics Report

1998 Graduate Employment Statistics Report

Saskatchewan Economic and Labour Market Overview 1999

SIAST Regional Training Needs Assessment

Economic Impact of SIAST on the Saskatchewan Economy

SIAST ON-Campus Certificate and Diploma Programs 5 year Summary 1994/95 to 1998/99

For a complete list of reports prepared by the Planning, Research and Development Division refer to
www.siastr.sk.ca/~r_d/index.html

SIAST Administrative Offices

400 119 4th Avenue South

Saskatoon SK S7K 5X2

Tel: 306-933-7331

Fax: 306-933-7334

<http://www.siastr.sk.ca>

SIAST Kelsey Campus

Idylwyld and 33rd Street

PO Box 1520

Saskatoon SK S7K 3R5

Tel: 306-933-6350

Fax: 306-933-6490

SIAST Palliser Campus

Saskatchewan Street and 6th Avenue NW

PO Box 1420

Moose Jaw SK S6H 4R4

Tel: 306-694-3200

Fax: 306-693-3321

SIAST Wascana Campus

221 Winnipeg Street North

PO Box 556

Regina SK S4P 3A3

Tel: 306-787-4356

Fax: 306-787-4278

SIAST Woodland Campus

1100 15th Street East

PO Box 3003

Prince Albert SK S6V 6G1

Tel: 306-953-7000

Fax: 306-953-7099



SIAST

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY